

Universitas Negeri Surabaya Faculty of Engineering , Information Technology Education Undergraduate Study Program

Document Code

SEMESTER LEARNING PLAN

Courses				COL	DE				Cour	se Far	nily		Crea	lit We	ight		SEMES	STER		Compilati Date	on
Vocation	al Ec	lucation		8320	07020	69			Com	pulsory	Stu	dy	T=2	P=0	ECTS=3	8.18		2		July 17, 20	024
AUTHOR	RIZAT	ION		SP Developer				Progi	ram Su	bjec	cts Course Cluster Coordinator			r	Study Program Coordinator			r			
				Drs.	Drs. Bambang Sujatmiko, M.T				.T.						Drs. B	Drs. Bambang Sujatmiko, M.T.		.T.			
Learning model	I	Project Basec	Lear	ning																	
Program	ı	PLO study p	rogra	m wh	ich is	s cha	rged to	o the	cour	rse											
Learning Outcom (PLO)	PLO-8 Mastering the concepts and implementation in developing software engineering, games, intelligent multin network computer engineering.						ultim	edia, and													
		PLO-12 Able to implement science, technology, engineering, and mathematics (STEM) and informatics knowledge into researing education.							ırch												
		Program Obj	ective	es (PC	C)																
		PLO-PO Mat	rix																		
					0	T		~ 。		חום	0 1 2										
		P.O PLO-8 PLO-12																			
		PO Matrix at the end of each learning stage (Sub-PO)																			
			F	P.O			I I			1			Week	(-		1		
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	5 16	1
Short Course Descript	tion	Understanding education syst	of vo em an	cationa d the l	al edu legisla	icatio ition t	n in Ind hat sup	onesi ports	a anc it.	d in the	e woi	ld, whic	h inclu	ıdes tl	ne goals	of vo	cational	educat	ion, i	he vocatio	onal
Referen	ces	Main :																			
		1. Istanto	Wal	hyu D	Djatmil	ko, d	kk (20	13). N	/lodul	Pend	idika	n Tekno	ologi	dan k	Kejuruan.	Fak	ultas Te	eknik U	nive	rsitas Neg	geri
		2. Surya Kepen 3. Stepho Londo	karta. Dhar Ididika en Bill n New	rma, i In Peni lett (20 V York.	dkk (didika 011). '	2013 n Mei Vocat). Tanta nengah ional E	ngan Direk ducat	Gur torat ion P	u SMI Jender Purpose	K Al ral P es, T	bad 21 endidika Traditions	. Jak n Men s and	arta: lengał Prosp	Direktora Kemento bects . Lo	t Pe erian Indor	embinaa Pendidi n: Sprinț	n Penc kan dar ger Dor	lidik 1 Kel drec	dan Tena budayaan. ht Heidelb	aga)erg
		Supporters:																			
	 Kementerian Pendidikan dan Kebudayaan (2015). Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2015-20 Jakarta: Kementerian Pendidikan dan Kebudayaan.)19.												
Support	ting Drs. Bambang Sujatmiko, M.T. Bamadhan Cakra Wibawa, S.Pd., M.Kom																				
Week-		al abilities of h learning je		,	E	valua	tion					Hel Learn Studen [Est	p Lea iing m t Assi timate	rning iethoo ignme ed tim	is, ents, e]		Lea ma [Refe	arning terials erences]	Assessm Weight (ent %)
	(Su	u-PO)		Indica	tor		Criteri	ia & F	orm		Offli offli	ne(ne)	C	nline	(online)		_				
(1)		(2)		(3)				(4)			(5	5)			(6)			(7)		(8)	

1	Con avalain the	Evaloia the		0		Managedia	00/
T	meaning of	meaning of	Group Value	Carrying Out	with a scientific	waterial: Explaining the	∠%
	Vocational	vocational	(20%), Individual	scientific	approach through the	meaning of	
	Education	education -	Value (35%),	annroach	Project Based Learning	vocational	
		Explain the	Project Value	through the	method in groups	education -	
		vocational	(30%), and Procontation and	Project Based	students carry out	Explaining the	
		education	Report Value	Learning	activities 1.	objectives of	
			(15%)	method in	Determining basic	vocational	
				groups,	questions, 2.	education	
			Form of	students carry	Developing a project	Reader: Istanto	
			Assessment :	out activities 1.	plan, 3. Developing a	Wahyu Djatmiko,	
			Participatory	Determining	schedule, 4. Monitoring	et al (2013).	
			Activities, Project	Dasic	students and project	Technology and	
			/ Product	questions, 2.	progress, 5. Assessing	Education	
			Assessment	project plan 3	experience	Module	
			Assessment	Developing a	2×50	Voqvakarta State	
				schedule 4	2 × 30	University Faculty	
				Monitoring		of Engineering.	
				students and		Ministry of	
				project		Education and	
				progress, 5.		Culture (2015).	
				Assessing		Ministry of	
				results, 6.		Education and	
				evaluation of		Dian 2015 2010	
				2 X 50		lakarta: Ministry	
				2 / 30		of Education and	
						Culture. Surva	
						Dharma, et al	
						(2013).	
						Challenges for	
						21st Century	
						Vocational	
						School Teachers.	
						Jakana. Directorate for	
						the Development	
						of Secondary	
						Education	
						Educators and	
						Education	
						Personnel,	
						General of	
						Secondary	
						Education.	
						Ministry of	
						Education and	
						Culture. Stephen	
						Billett (2011).	
						Vocational	
						Education	
						ruiposes, Traditions and	
						Prospects	
						London: Springer	
						Dordrecht	
						Heidelberg	
						London New	
						York.	

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2	Students are	- Explain the	Criteria:	Carrying out	Carrying out learning	Material:	3%
	understand the	hetween	Group value	learning with a	with a scientific	Explaining the	
	vocational	vocational	Value (35%)	scientific	approach through the	differences	
	education	education and	Project Value	approach	Project Based Learning	between	
	system in	professional	(30%), and	Inrough the	method in groups,	vocational	
	Indonesia	education -	Presentation and	Project Based		education and	
		vocational	Report Value	mothod in	Dotormining basic	oducation	
		education system	(1370)	arouns	questions 2	Explaining the	
		- Explain the	Form of	students carry	Developing a project	vocational	
		meaning of areas	Assessment :	out activities 1.	plan, 3. Developing a	education system	
		or expertise and	Participatory	Determining	schedule. 4. Monitoring	- Explaining the	
		programs in	Activities, Project	basic	students and project	meaning of areas	
		vocational	Results Assessment	questions, 2.	progress, 5. Assessing	of expertise and	
		education	/ Product	Developing a	results, 6. Evaluation of	expertise	
			Assessment	project plan, 3.	experience .	programs in	
				Developing a	2 x 50	vocational	
				schedule, 4.		education	
				Monitoring		Reader: Istanto	
				students and		Wahyu Djatmiko,	
				project		et al (2013). Tochnology and	
				piugiess, S.		Vocational	
				results 6		Education	
				Evaluation of		Module	
				experience .		Yogvakarta State	
				2 X 50		University Faculty	
						of Engineering.	
						Ministry of	
						Education and	
						Culture (2015).	
						Ministry of	
						Education and	
						Culture Strategic	
						Plan 2015-2019.	
						of Education and	
						Culture Surva	
						Dharma, et al	
						(2013).	
						Challenges for	
						21st Century	
						Vocational	
						School Teachers.	
						Jakarta:	
						Directorate for	
						the Development	
						or Secondary Education	
						Educators and	
						Education	
						Personnel,	
						Directorate	
						General of	
						Secondary	
						Education,	
						Ministry of	
						Education and	
						Culture. Stephen	
						Біїlett (2011). Vocational	
						vocalional Education	
						Purnoses	
						Traditions and	
						Prospects	
						London: Springer	
						Dordrecht	
						Heidelberg	
						London New	
						York.	

3	Students are able to understand the structure of the vocational education curriculum	- Explain the structure of the 2006 vocational education curriculum - Explain the structure of the 2013 vocational education curriculum.	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explaining the structure of the 2006 vocational education curriculum - Explaining the structure of the 2013 vocational education curriculum. References: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Personnel, Directorate General of Secondary Education Personnel, Directorate General of Secondary Education Personses, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.	3%
4	Students are able to understand the structure of the vocational education curriculum	- Explain the structure of the 2006 vocational education curriculum - Explain the structure of the 2013 vocational education curriculum.	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities, Project Results Assessment / Product Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50		3%

σ	able to	 Explains vocational 	Group Value	Carrying out	Carrying out learning	material: Explaining	3%
	understand the	education in Law	(20%). Individual	sciontific	approach through the	Explaining	
	legislation that	No. 20 of 2003 -	Value (35%),	approach	Project Based Learning	education in Law	
	supports	Explains several	Project Value	through the	method in groups	No. 20 of 2003 -	
	Vocational	laws that support	(30%), and	Project Based	students carry out	Explaining	
	Indonesia	education	Presentation and Report Value	Learning	activities 1	several laws that	
	maomesia	cudouton.	(15%)	method in	Determining basic	support	
			(10/0)	groups.	questions, 2.	vocational	
			Form of	students carry	Developing a project	education.	
			Assessment :	out activities 1.	plan, 3. Developing a	References:	
			Participatory	Determining	schedule, 4. Monitoring	Istanto Wahyu	
			Activities, Project	basic	students and project	Djatmiko, et al	
			Results Assessment	questions, 2.	progress, 5. Assessing	(2013).	
			/ Product	Developing a	results, 6. Evaluation of	Technology and	
			Assessment	project plan, 3.	experience .	Vocational	
				Developing a		Education	
				schedule, 4.		Module.	
				ivionitoring		rogyakarta State	
				students and		of Engineering	
				project		or Engineering.	
				Assossing		For the second s	
				results 6		Culture (2015)	
				Evaluation of		Ministry of	
				experience .		Education and	
				2 X 50		Culture Strategic	
						Plan 2015-2019.	
						Jakarta: Ministry	
						of Education and	
						Culture. Surya	
						Dharma, et al	
						(2013).	
						Challenges for	
						21St Century	
						School Teachers	
						Jakarta	
						Directorate for	
						the Development	
						of Secondary	
						Education	
						Educators and	
						Education	
						Personnel,	
						Directorate	
						Secondary	
						Education	
						Ministry of	
						Education and	
						Culture. Stephen	
						Billett (2011).	
						Vocational	
						Education	
						Purposes,	
						Traditions and	
						Prospects.	
						London: Springer	
						Dordrecht	
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						Lonuon New	
				1		TUIK.	

7	Students are able to understand vocational education in other countries	 Explaining vocational education in several countries in Asia Explaining vocational education in several countries in Europe 	Criteria: Assignment Collection Form of Assessment : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience .	Material: Explains vocational education in several countries in Asia, Australia and Europe. Reference: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Personnel, Directorate General of Secondary Education, Ministry of Education, Ministry of Education Personnel, Directorate General of Secondary Education Personnel, Directorate General of Secondary Education Personnel, Directorate General of Secondary Education Personnel, Directorate General of Secondary Education Personnel, Directorate General of Secondary Education Personel, Directorate General of Secondary Education Personel, Directorate General of Secondary Education Personel, Directorate General of Secondary Education Personel, Directorate General of Secondary Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.	3%
8	Midterm Exam (UTS)		Criteria: Cognitive Values, Attitude Values, Psychomotor Values Forms of Assessment : Participatory Activities, Portfolio Assessment, Tests	Midterm Exam (UTS) 2 X 50	Midterm Exam (UTS)	Material: Material that has been studied and created for previous projects. Reference: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.	14%

9	Students are able to understand vocational education in other countries	 Explaining vocational education in several countries in Asia Explaining vocational education in Australia Explaining vocational education in several countries in Europe 	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explains vocational education in several countries in Asia, Australia and several in Europe. Reference: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Personnel, Directorate for the Development of Secondary Education Personnel, Directorate for the Development of Secondary Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New	5%
10	Students are able to compare the vocational education system in Indonesia and other countries in the world.	 Explain the vocational education system in Indonesia and other countries. Comparing the vocational education system in Indonesia and other countries. Make a comparative conclusion about the vocational education system in Indonesia and other countries. 	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. References: <i>Istanto Wahyu</i> <i>Djatmiko, et al</i> (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.	5%

11	Students are able to compare the vocational education system in Indonesia and other countries in the world.	 Explain the vocational education system in Indonesia and other countries. Comparing the vocational education system in Indonesia and other countries. Make a comparative conclusion about the vocational education system in Indonesia and other countries. 	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. References: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.	5%
12	Students are able to compare the vocational education system in Indonesia and other countries in the world.	 Explain the vocational education system in Indonesia and other countries. Comparing the vocational education system in Indonesia and other countries. Make a comparative conclusion about the vocational education system in Indonesia and other countries. 	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. References: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.	5%
13	Students are able to compare the vocational education system in Indonesia and other countries in the world.	 Explain the vocational education system in Indonesia and other countries. Comparing the vocational education system in Indonesia and other countries. Make a comparative conclusion about the vocational education system in Indonesia and other countries. 	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. References: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.	5%

14	Students are able to compare the vocational education system in Indonesia and other countries in the world.	 Explain the vocational education system in Indonesia and other countries. Comparing the vocational education system in Indonesia and other countries. Make a comparative conclusion about the vocational education system in Indonesia and other countries. 	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explain, compare and draw conclusions related to the vocational education system in Indonesia and other countries. References: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering.	5%
15	Students are able to compare the vocational education system in Indonesia and other countries in the world.	 Explain the vocational education system in Indonesia and other countries. Comparing the vocational education system in Indonesia and other countries. Make a comparative conclusion about the vocational education system in Indonesia and other countries. 	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Form of Assessment : Participatory Activities, Portfolio Assessment	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 X 50	Carrying out learning with a scientific approach through the Project Based Learning method in groups, students carry out activities 1. Determining basic questions, 2. Developing a project plan, 3. Developing a schedule, 4. Monitoring students and project progress, 5. Assessing results, 6. Evaluation of experience . 2 x 50	Material: Explain and compare the vocational education system in Indonesia and other countries, and draw conclusions from both References: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Education Education Education Education Education Education Education Education Education Education Education Education Billett (2011). Vocational Education Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New York.	5%

16	FINAL EXAMS	FINAL EXAMS	Criteria: Group Value (20%), Individual Value (35%), Project Value (30%), and Presentation and Report Value (15%) Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Tests	FINAL EXAMINATION OF SEMESTER 2 X 50	FINAL EXAMINATION OF SEMESTER 2 x 50	Material: Material that has been studied previously Reference: Istanto Wahyu Djatmiko, et al (2013). Technology and Vocational Education Module. Yogyakarta State University Faculty of Engineering. Ministry of Education and Culture (2015). Ministry of Education and Culture Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Strategic Plan 2015-2019. Jakarta: Ministry of Education and Culture. Surya Dharma, et al (2013). Challenges for 21st Century Vocational School Teachers. Jakarta: Directorate for the Development of Secondary Education Education Personnel, Directorate General of Secondary Education, Ministry of Education and Culture. Stephen Billett (2011). Vocational Education Purposes, Traditions and Prospects. London: Springer Dordrecht Heidelberg London New	30%
						York.	

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	58.34%
2.	Project Results Assessment / Product Assessment	17.17%
3.	Portfolio Assessment	8.84%
4.	Test	14.67%
		99.02%

Notes

- Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study
 Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their
 study program obtained through the learning process.
- 2. The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
- 3. Program Objectives (PO) are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- 4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
- 5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.

- 9. Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning,
- Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods. 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
 TM=Face to face, PT=Structured assignments, BM=Independent study.